

Herne Bay Infant School and Seashells Nursery



Special Educational Needs and Disability Policy 2021-2022

Amended:

Date: December 2021

Approved by the Governing Body:

Date: December 2021

Review:

Date: December 2022

Chair of Governors: K.Amos

Date: December 2021

Headteacher: N. Brown

Date: November 2021

Herne Bay Infant School and Seashells Nursery

Special Educational Needs and Disability Policy

Reviewed December 2021

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2015

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with existing school policies.

This policy was developed with members of the Local Authority, the Coastal Alliance SENCo Group and representatives from the governing body, parents/carers, and parents of children with special educational needs and will be reviewed annually.

Definition of SEN

A child or young person has SEN (Special Educational Needs) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

SEN Code of Practice (2014, p 4)

Definition of Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and

substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. *SEN Code of Practice (2014, p5)*

1 The kinds of special educational need for which provision is made at the school

At Herne Bay Infant School and Seashells Nursery, we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, learning difficulties, visual and hearing impairments, social and emotional difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but with appropriate training and advice we hope that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care Plan with the following kinds of special educational need: Speech, Language and Communication; Cognition and Learning; Social, Emotional and Mental Health; Physical, Sensory or significant Medical Needs. Decisions on the admission of pupils with an Education, Health and Care Plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage children with disabilities or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEN

At Herne Bay Infant School and Seashells Nursery we monitor the progress of all pupils termly to review their academic progress. We also use a range of assessments with pupils at various points, including Read Write Inc, Y1 phonics screening, end of Key Stage SATs, Sensory Screening, Speech Link and Language Link.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are daily reading, Better Reading Partnerships, phonics support, speech and language programmes, in class literacy and maths interventions including Precision Teaching, fine and gross motor skills support, social skills support.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools and work with external advisors to determine the cause of the learning difficulty.

The purpose of this more detailed assessment is to understand which additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a Provision Plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is made, parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the Provision Plan will be informed by the views of the pupil, parents, teachers and the assessment information from teachers or other professionals which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with an Education, Health and Care Plan there will be an Annual Review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked termly. In addition to this, pupils with special educational needs may have additional assessments.

If these assessments do not show adequate progress is being made the Provision Map will be reviewed and adjusted.

3c the school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. At Herne Bay Infant School and Seashells Nursery, we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. *SEN Code of Practice (2014, 6.37)*

We follow the Best Practice Guidance for the Early Years and Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one or small group support, precision teaching, small group teaching, use of ICT software learning packages. These are delivered by staff employed through the funding provided to the school, including through 'notional SEN funding' & 'High Needs Funding' (SENIF in Seashells Nursery).

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At Herne Bay Infant School and Seashells Nursery, we will follow the advice in the Best Practice Guidance for the Early Years and Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors have made improvements as part of the school's accessibility planning and staff have received guidance and training, including on the New SEND Code of Practice and in Differentiation of the curriculum.

3e additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resourcing is required.

The funding arrangements require schools to provide up to £6000 per year of resources for pupils with high need (pupils with Education Health and Care Plans), and above that amount application can be made to the Local Authority for High Needs Funding (SENIF in Seashells Nursery).

3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered are available to pupils with special educational needs either with or without an Education, Health and Care Plan, subject to Risk Assessment alongside parents. Where it is necessary & appropriate, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. Very occasionally, an alternative but similar experience to the trip may be offered as the result of Risk Assessment.

3g support that is available for improving the emotional and social development of pupils with special educational needs

At Herne Bay Infant School and Seashells Nursery, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly. Circle Time is held weekly in every class & Social Skills groups are set up where required. Additional support is provided by dedicated Behaviour Support Teaching Assistants & to families by FLO.

For some pupils with the most need for help in this area we can also refer to an Educational Psychologist or signpost for other assessments.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately.

4 The name and contact details of the SEN Co-ordinator

The SEN Co-ordinator, 3 days a week at Herne Bay Infant School, is Fiona Wood, who is a qualified teacher (BSc (Hons) QTS, MEd) with more than 16 years' experience in a SENCo role.

The SEN Co-ordinator at Seashells Nursery is Emma Gilbert, who is a qualified teacher (BA (Hons) PGCE).

Fiona Wood and Emma Gilbert can be contacted on the school telephone number- 01227 372245.

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

Teachers and Teaching Assistants have had the following awareness training: Read Write Inc; Circle Time; Social Skills; Clever Hands; The Role of the Adult in School; Supporting Challenging Behaviour; Precision Teaching; Attachment Theory; Task Analysis; Speech & Language. Some members of staff have received additional training in order to support particular pupils including: medical training eg. Anaphylaxis; Autism Awareness; Speech and Language Therapy, including Working with Reluctant Speakers; Video Interaction Guidance (VIG); Anxiety.

Where a training need is identified beyond this, we work to find a provider who is able to deliver it, including through LIFT. Training might be through: Specialist Provision; Specialist Teachers; Educational Psychologists; Speech and Language Therapists; Occupational Therapists; Physiotherapists. SEN training is included in the school training budget.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will aim to purchase it using the notional SEN funding, High Needs Funding or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

7 The arrangements for consulting parents of children with special educational needs, and involving them in their education

All parents are invited to discuss the progress of their children three times a year and receive a written report annually. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to understand these needs better. From this point onwards the pupil may be identified as having special educational needs because special educational provision is being made and the parent will be involved in planning and review of this support, including through the sharing of an individual Provision Plan.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an Annual Review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, a decision will be made as to whether the pupil will be consulted about and involved in the arrangements made for them as part of planning. Parents are likely to play a more significant role in the early childhood years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Herne Bay Infant School and Seashells Nursery are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCo, Family Liaison Officer or the Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the Governing Body, then a disagreement resolution service or mediation service can be contacted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education, Health & Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10 How the Governing Body involves other bodies, including health and social services bodies, Local Authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to Specialist Teaching and Learning Service
- A Service Level Agreement with an Educational Psychologist for 8 days per year
- Access to Local Authority's Service Level Agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCOs eg Coastal Alliance

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

HELPLINE: 03000 41 3000,

Office: 03000 412412

Email: iask@kent.gov.uk

www.kent.gov.uk/iask

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

We work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. This may include visiting the settings and/ or planning meetings to ensure a smooth transition.

We also contribute information to a pupils' onward destination by providing information to the next setting. This may involve having a transition meeting with the receiving school and ensuring key SEN or medical information is shared.

13 Information on where the Local Authority's Local Offer is published.

The Local Authority's Local Offer is published on the Kelsi website

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

The SEND Code of Practice is also published on the Kelsi website

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Parents without internet access should make an appointment with the Family Liaison Officer for support to gain the information they require.

Next review December 22